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AUTHOR Robbins, Jane; And Others
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ABSTRACT

A ten-week institute was developed to train library students in the western United States for work in state library agencies. Learning activities included lectures, guest speakers, discussions, role-playing, field trips, four weeks of field work, case studies, research, and report writing. The focus was on state library history, special aspects, agency functions, specific roles and responsibilities, reference services, planning, management, and budgeting. The training also covered public relations, legislation, consulting services, national and regional networks, government publications, legislative reference services, library association roles, continuing education, and institutional library service. A formal evaluation of the program indicated that while some improvements in facilities and scheduling might have been desirable the major goal of training librarians for state library work was accomplished. (LS)

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NARRATIVE EVALUATION REPORT

on the

INSTITUTE FOR THE EDUCATION OF PROSPECTIVE STATE LIBRARY AGENCY PROFESSIONAL PERSONNEL

Wyoming State Library
Cheyenne, Wyoming 82002
April 5-June 11, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Report submitted by:

Jane Robbins, Director
Phone: 307/777-7281

Anne Powell, Administrative Assistant
Dorothea Hiebing, Evaluator

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INTRODUCTION

Prolegomenon:

During the early 1960's, while a library school student at Western Michigan University in Kalamazoo, one of my instructors, Laurel Grotzinger, suggested that I might be interested in reading Oliver Garceau's The Public Library in the Political Process (NY: Columbia, 1949). It was while following her suggestion that I first became aware of state library agencies. Garceau's description of these agencies as vitally important institutions in the future development of American librarianship sparked my imagination, but since no mention of state libraries was ever made in any of my classes, I felt that perhaps Garceau had misread their importance. Than one day, during a summer session, Genevieve Casey came to Kalamazoo and gave a colloquium concerning the responsibilities and activities of the Michigan State Library and once again I began to ponder the validity of Garceau's analysis and critique of state libraries.

During the ten-plus years between my beginning interests in state librarianship and the writing of the proposal for this Institute, both conversations I had with library leaders such as Keith Doms and my experiences in library schools and professional library organizations brought evidence to bear that this unique and important type of librarianship was growing in its impact upon library service, but was continuing to be overlooked in library school curricula and continuing education programs; therefore, when the opportunity arose in late 1974/early 1975 to submit a proposal which could begin action to address this oversight, I seized it.

Institute goal:

The goal to be pursued by the Institute was given in the following manner in the proposal:

The primary goal of the Institute is to provide to the nationwide community of state library agencies (but with emphasis on the western states), via classroom and experiential education, a small pool of prospective employees who have been trained specially for state library agency work.

Related goals are (1) the development of a group of state library professionals who could conduct training sessions in state library agency responsibilities and needed areas of understanding; (2) the development of a model curriculum for the training of students interested in state library agency work which might be incorporated in Master's Degree in Librarianship programs; (3) the development of model curricula for short-term continuing education seminars for state library professional employees; and (4) the further explication and development of state library responsibilities which will undoubtedly be the outcome of the insights gained during the Institute.

During the progress of the Institute, the goal was re-examined at least twice by each of the following groups: the advisory committee, the student participants, the Institute staff, and members of the Wyoming State Library staff. By the end of the Institute the goal remained essentially the same, but was stated in what seems to be a much more useful and accurate manner. The majority of input for the revision of the goal came from discussions held during advisory committee meetings. The refined goal statement for the Institute is as follows:

The primary goal of the EPSLAPP Institute is to provide a means by which two major change factors can be interjected into the field of librarianship:

1.) Change in state library agencies by providing to that community 12 prospective employees who have been formally and uniquely educated to the nature of state library agency functions and the milieus in which these agencies exist; and

2.) Change in library school curricula, so that the nature and functions of state library agencies become an integral part of library education.

Related to the above goal are several supportive objectives:

1.) within the next five years, to place in state library agencies as many of the Institute participants as possible.

2.) the development of a modular curriculum for use with library school students in the general library school curriculum; or with a variety of audiences (eg., state library agency personnel, other professional and para-professional library personnel, library trustees, etc.), in the continuing education workshop/institute format;

3.) the development of a group of prospective state library professionals who could plan (and perhaps, depending upon their skills gained outside the content of this Institute, conduct) training sessions in state library agency responsibilities and needed areas of understanding; and,

4.) as may arise, the further explication and development of state library responsibilities which may be the outcome of the insights gained during this Institute.

As change in librarianship through change in state library agency personnel and library school curricula is the primary goal of the Institute, it is not possible at this early date to look for evidence of change. (Long range evaluation <u>will</u> though be undertaken; please refer to the Descriptive Analysis section p10 of this report for a discussion of the long range evaluation plans.) However, it is possible to state here the steps which have been taken toward meeting the supportive objectives which were set to allow change factors to be introduced into the state librarianship environment:

Supportive objective 1:

Twelve persons have been provided with an intensive educational experience focused upon state libraries and are uniquely qualified candidates for state library positions. The competencies which the participants have obtained through their active participation in the Institute are an ability to understand the following:

1.) The role of state library agencies as leaders in their states for multi-type library development (Leaders, as used here includes: planners, programmers, developers, researchers, evaluators, politicians, etc.).
2.) The role of state library agencies as partners in the development of a national program of library and information service.
3.) Situations related to library development and programs in which state library agencies should and/or could become involved.
4.) Federal, state, and local programs and processes which may affect library development and programs.
5.) The functions in which state library agencies are presently engaged and the reasons for the development of these functions; eg., consulting services, continuing education, etc.;
6.) The functions in which state library agencies should/may become engaged both in the near and distant (ca. the year 2000) future;
7.) Federal library programs and the processes which have brought, presently bring, and may bring such programs into existence.
8.) The variability in content and purpose of state library laws and the processes by which they develop.
9.) The importance of administrative skills, eg., personnel management, leadership styles, budgeting etc., to the level of performance of state library agencies.
10.) The functions of state agencies closely related in purpose to state library agencies, eg., law libraries, legislative service offices, historical research department and cultural agencies;

NOTE: The level of understanding will vary depending upon the emphasis which individual participants choose to place on particular competencies; further, the ability of the participants to actually perform the duties related to the various functions of state library agencies will depend primarily upon the level of skills which they bring to the Institute or gain after Institute participation; however, the field experience activity will to some degree have provided participants with an indication of their ability to actually provide state library-type services in one particular situation.

The careers of the Institute participants will be monitored by the director throughout at least the next five years.

All state library agencies have been kept informed of the progress of the Institute through personal letters and have received the vitae of the twelve participants.

Supportive objectives 2 and 3:

A twenty-part modular curriculum for state librarianship instruction, suitable for use in both library school and continuing education settings, has been created. (See Part VI). The curriculum has been sent to all state library agencies, all library schools listed in the 1975 Special Edition of the Journal of Education for Librarianship, to the offices of the Association of State Library Agencies, to the Continuing Library Education Network and Exchange, as well as to many other interested persons, associations, and institutions. Additionally, all Institute participants have received a copy of the curriculum so that they may begin to play continuing education roles (either as initiators or instructors) in the areas where they are located.

Supportive objective 4:

The further explication and development of state library agency responsibilities was the most tenuous supportive objective set for the Institute and proved to be the most illusive. It was not until the final sessions of the Institute that it became clear to the Institute staff and participants that state library responsibilities have indeed begun to develop in such a way as to mark the state library agency as the library institution which is:

1.) to be held accountable for the coordinated development of ALL types of libraries within a state;
2.) to become the focal node for the state's participation in the national information network; and,
3.) to act as partners with regional cooperative organizations and networks to insure the creation of a unified operational national information network.

The descriptive analysis of the Institute which follows in Part II sets the scene for the discussion of problems and prospects in Part III. It is essential to understanding the development of the problems identified and the possible future uses for the outputs of the Institute that a general descriptive analysis be given.

DESCRIPTIVE ANALYSIS

The Beginnings:

On April 3rd and 4th, 1976, the twelve students from western state library schools arrived in Wyoming. Places to live were located with some difficulty all over Cheyenne, and the whole group, plus the administrative assistant and evaluator, congregated at the director's house on April 4th for a casual dinner.

The diversity and vitality of the participants was immediately apparent. Even at first meeting there was no hesitancy about voicing opinions and/or asking questions. This was due partially to the informality and comfort of the gathering, which the staff felt was more propitious than having the group assemble first in the classroom. The Institute staff feels that the participants are extremely bright and self-motivated individuals. It is a long way to have come from most of the participants home bases and the travel costs to many were great. Also, several participants significantly disrupted their formal study plans to attend the Institute. It is small wonder that they are an energetic group.

Week 1:

The first class day was spent mostly in introduction to the staff, the state library, the state librarian, and the evaluator. A portion of the day was devoted to discussion of the Institute's goals and objectives and to a general discussion of definition(s) of state library agencies. The evaluator spent about an hour with the participants in the early afternoon.

Then classwork started with a vengeance. Although the class schedule indicated a five-hour instructional day, the participant's questions and interest set a precedent with the first guest speaker, William Summers. At least six to six and a half hours were spent in discussion each class day, often extending into an after hours get-together.

Study started with a broad history of state library agencies, with an emphasis on similarities and differences of these agencies nationwide. The consensus was that there are more differences than likenesses, attributing the phenomena to varying political climates.

Members of the State Library, Archives, and Historical Research staffs discussed functions of their various agencies to round out the first week. Part of one day was spent on discussion of the leadership role of the state library agency.

Due mostly to their own curiousity and inquiries, the first week was extremely full for both students and staff. By the time the weekend rolled around, everyone was ready for it. In staff discussions some problems of facilities were pointed out: most important seemed to be lack of a private office with a door that shut. Because the Institute classroom and the staff office was a single room with only a small wall-board partition, ringing phones and clacking typewriters occasionally disturbed the instructional sessions. During the break

periods and after class, the staff thought they would be able to attend to administrative necessities. Instead, they attended to participant questions such as "Who's a good dentist," and "Does this vita look all right?"--important questions in and of themselves, but distracting and causing considerable overtime for the staff. A related problem was that of being in a library and not a university environment. Some of the support and detail work that would have been handled automatically in another kind of institution had to be handled by the administrative staff.

Week 2:

The second week started with a minor explosion, as Fred Glazer expounded his views on state librarianship. His focus was mainly on public relations and publicity, with notes on relationships with legislatures. Taking off from there, the emphasis for the rest of the week was on legislation in general, the legislative process, and state library legislation. An informal two days with Joseph Shubert gave the participants much input on political processes and how to organize campaigns for library legislation. The participants staged a board meeting for the Joetta Public Library, using Robert E. Brown's Joetta, Iowa Library Simulation. Because it was many of the participants first attempt at playing roles, it became somewhat unproductive, and everyone decided it would be worthwhile to try it again the following week.

Once again, the participants worked themselves and the staff overtime. The general feeling of this week was that an abundance of information had been received, and that the weekend was needed to internalize it and relax. The participants had now received input from three present or former state librarians and had gotten some idea of the differences in organization at both state and library levels.

Weeks 3 and 4:

Beginning the third week on a less theoretical level, members of the Wyoming State Library staff expanded upon specific roles and responsibilities of the state library agency. Another Joetta Public Library role play accompanied a day of instruction devoted to consultant services. The participants also put together a pot-luck supper and held an evening Joetta Public Library board meeting, this time complete with costumes; and this time a successful learning experience as many participants had never been to a public board meeting. In another class activity, the group was asked to write a news release as an aid to learning about publicity and public relations. An excellent discussion of the roles of national and regional networks by Eleanor Montaque consumed more than its five-hour time limit; and a session on government publications and legislative reference services allowed some hands-on experience with government-related reference questions. Mary Power, from the Association of State Library Agencies, participated

in this week's sessions and also briefly discussed ASLA's role in ALA and its current problems and prospects.

Friday and Saturday were devoted to a field trip covering over 600 miles of big Wyoming. Visits to small county libraries, the state prison, the training school, and the Wind River Indian Reservation were educational, exhilarating—and exhausting. The tour of the prison included much more than the library, and the group arrived on the Indian Reservation only hours after one of its leading citizens, an Episcopal priest, had been murdered. The participants from states such as Hawaii and California saw first-hand the problems related to distance between towns which exist in many western states.

Arriving back in Cheyenne with only enough time for a good night's sleep before the first meeting of the Wyoming Library Association, the participants nevertheless maintained their curiousity through that meeting. The Library Association attendees were curious about the "Institute people", but generally very accepting and happy for a "new" outlook. Two sessions on participative management and one on communication were attended by almost all of the participants. Returning to the classroom, they discussed continuing education techniques, and the roles of both state library agencies and library associations in continuing education and staff development.

By this time it was becoming obvious that participants and staff were becoming super-saturated. The Institute had basically, continued over the weekend without a break, and although attendance was still high, questions became less spontaneous and more routine.

Two days during the fourth week were spent on planning models and responsibilities, presented by Robert Kemper, and the participants responded less enthusiastically than to earlier speakers. Conversation with the participants indicated that they were exhausted and yet trying to prepare for their field work assignments which were to begin the next week, and so they just couldn't concentrate well. The last day of the first month was spent discussing state library responsibilities for institutional library service which was of special interest because of the recent visit to the prison and the field assignment of one of the participants to the Wyoming State (Mental) Hospital.

Part of the value of the guest lecturers, according to the participants, was simply that they are practioners: they have been working in the field and have directly experienced the situations and problems discussed.

Conferences with participants, staff, and evaluator indicated that a more convenient and less exhausting arrangement would have been: 3 weeks of instruction, 4 weeks field work, and 3 more instructional weeks. This arrangement would also have allowed the final two instructional weeks to be more an integral part of the Institute rather than somewhat of a postscript.

Weeks 5-8:

The field experiences were extremely varied, and for the most part very productive. During the site visits by the director and administrative assistant, during the third week of field work, some problems were observed, although no insoluble ones. Bill Jenkins, at the Wyoming State Hospital, was critical of the hospital library's organization and administration, which appeared to make the current non-professional librarian uncomfortable. Jonathan Betz-Zall in Fremont County had definite problems finding anyone with research methodology expertise—plus personal problems finding comfortable people with whom to socialize. Bonnie Wong, who was to analyze a collection and acquisitions program in Natrona County, found no useful data available to make such an analysis possible and instead had to create a data gathering program for the library. Deborah Knowlton, assigned to study public/school library cooperation in Platte County, set the wrong tone with some librarians in the County because she is extremely decorative and freewheeling.

All of these people, however, produced professional, well thought out reports for their supervisors. Some assignments were "made in Heaven": for example; Stephanie Vaughan, whose focus is childrens' librarianship, annotated a folklore and games collection for Sheridan County's past humanities Foundation supported Spellspinners program. Jan Braden, from a small town in Oklahoma, totally reorganized, repainted, carpeted, and paneled a school library for a very small town, Burlington, in northern Wyoming.

A conference call was made after the first week of field experience. Although expensive, it seemed to pull the group back together and allow some expression of concerns.

On May 24th, the Advisory Committee flew in for their second and final meeting. The group indicated general approval of the Institute's progress to that point, and agreed with the staff that 3 weeks—4 weeks—3 weeks would probably be a better schedule. There was discussion of the financial problem with the evaluator, and of the Institute goals and objectives.

The major portion of the Advisory Committee meeting was spent discussing the modular curriculum and the final report. The committee had been sent copies of the first four modules; which were generally accepted with minor changes in terminology. The director was advised to write the final report so it would be useful to persons interested in replicating the Institute or conducting a similar one.

The staff felt that their relationship with the Advisory Committee was healthy and productive. Suggestions from both meetings were incorporated into the Institute program, the evaluation, the modular curriculum, and the final report. All of the Advisory Committee members had input to almost everything discussed, with some useful argument and no bad feelings.

The impact of the Institute on Wyoming was, for the most part, directly due to the participants field work. The people the participants interacted with, and the supervising and associated librarians, were the recipients of many benefits directly attributed to the State Library. The libraries of Natrona County, Sheridan County, and the Burlington

School were especially pleased and grateful for the intern the "State Library" sent them. This outcome was a definite benefit to the Wyoming State Library. There was also considerable benefit to the Wyoming State Library staff themselves as many staff members experienced their first teaching assignments and many heard guest speakers discuss problems which were previously thought to be indigenous to and contained within Wyoming only.

The only suggestion from the field supervisors which indicated any change in future field work, was that the role of the intern be clarified exactly before he/she appeared; in other words, the supervisor should see clearly that the intern was to play a consultative rather than a library trainee role. (The University was the only place where this sort of problem occurred.) Where the participant was matched to the site by their past experience the internship worked out very successfully. This is, of course, naturally an outcome in most state library consultant positions.

Week 9:

After the month of field work, the participants returned to Cheyenne for two weeks devoted to managing and budgeting the state library agency and its role in fostering research and evaluation throughout the state. Additionally, participants reported and discussed their field work and explored the future of state library agencies and possible future formats and uses in state library courses and continuing education programs of the content of the Institute.

A case study on budgeting was the highlight of the first week back; with a group consensus desert survival game introduced by Elaine Sloan running a close second. Discussion of the future of state library agencies emphasized that all of the participants expected that there is an important, essential role for well-organized, forward-looking agencies. It also pointed out some of the present deficiencies in the Wyoming State Library.

Week 10:

The last week started with research responsibilities; followed by the participants reports about their field work. In many cases, the piercing questions of the group members allowed the reporting participant a clearer insight into his/her problem or project. The final day was spent on both a discussion of the evaluation process in general, and the participants own evaluation of the Institute. It seemed hard to believe that the Institute had ended, and that everyone was leaving. An often-expressed sentiment was "Why don't we hold another one?"; and from the director "What happens if you hold an Institute and everyone comes, but then they all leave?"

The staff feels that their relationships with the participants were collegial and not constrained by being "in charge". The participants obviously felt no qualms about criticizing a particular part of the program or asking for more on a specific subject. Also, the staff just "got along well" with all concerned—the evidence for this is the amount of "overtime" put in by the staff because they

spent so much time with the participants in non-structured learning situations.

The budget was, for the most part, administered by the State Library Archives and Historical Department budget office. This seemed to run smoothly, with only a small lack of communication as to the Institute budget in particular categories. Note: The Institute staff's advice as to timing of an Institute is to avoid coinciding with the end of the sponsoring institution's fiscal year!

The participant stipends were adequate for living conditions in Cheyenne, although allowing for absolutely no luxuries. The stipends would not stretch quite so far in a community with a higher cost of living.

The budget was inadequate only in the area of travel and per diem allowances. This situation arose due to the distance between points in Wyoming and the time it takes to make connections between other areas of the country and Cheyenne.

Later:

The followup to the Institute in September 1977 will consist of questionnaires sent to library schools, state library agencies, and participants. The library school questionnaire will inquire about the use of the curriculum: whether a course in state librarianship has been or may be initiated, and if not, whether the curriculum modules provided have been used in other courses. The questionnaire to the state library agencies will ask two questions: 1) whether the agency has hired or attempted to hire an Institute participant; and 2) whether they have used modules from the curriculum in their continuing education programs. The student questionnaire will ask about the value of the Institute from a longer perspective, and if the content of the Institute has been helpful in their professional careers. The Institute director will submit a report to U.S.O.E. detailing the results obtained from this followup evaluation.

PROBLEMS AND PROSPECTS

Initially:

The original EPSLAPP proposal, which was submitted in February of 1975, was written while I was employed full-time by an academic library which at that time had no interest in a state librarianship Institute; therefore, the writing of the proposal had to be undertaken in the loneliness and dark of several late nights. Also, it was written under considerable time constraint as the announcement of the availability of the monies and the deadline date for submission of proposals was not generous.

Because I was both a novice proposal writer and working without institutional support of a major nature, it is somewhat of a wonder that the Institute was funded. My naivete caused some problems for the Institute's development because I did not realize the flexibility inherent in the grant, as opposed to contract, format of H.E.A., Title II-B Institutes and thus I perhaps adhered too closely to the proposal document when implementing its design. The Advisory Committee helped considerably in this respect, but due to another misunderstanding relative to the availability of Institute funds (which will be discussed shortly) their input to improve the Institute in some cases came too late.

The Wyoming State Library lent considerable enthusiasm to the idea of my writing a proposal and provided essential budget information from Wayne Johnson and secretarial help from Rosemary Martin to get the proposal in by the deadline; however, the Wyoming State Library staff was no more experienced in H.E.A., II-B Institute preparation and implementation than I. Additionally, since the major thrust of the Institute was long-term educational as opposed to short-term training in nature, I often felt the lack of collegial support which would have been readily available in a university setting. To put it candidly I often felt that I was working in a vacuum. This is not meant as criticism of the Wyoming State Library staff, but rather is a recognition of a tension which can arise when a strongly theoretically and conceptually-oriented individual attempts to implement an educational program in the heart of a practically-oriented institution. While some of the Institute participants told the evaluator that one reason they had come to the Institute was to "get away" from a pure academic environment, some of the Wyoming State Library staff members felt strongly that such an Institute should have been held in an educational institution. In the final analysis, despite the problems, I feel that much of the Institute's value to both the Wyoming State Library and the Institute participants was the result of this creative tension ignited by the theoretical-practical interface and I would recommend that future educational institute's look for non-academic institutions to sponsor them.

Advisory Committee:

The advisory committee members were selected by me because of a variety

of factors. I had met all members of the committee at least once and had worked previously with several of them. They brought to me what I had hoped for, ie., institute, state library, evaluation, and educational expertise, plus a concern for the possible future impacts of the Institute. Barbara Conroy, one of the institute, evaluation, and continuing education specialists on the committee, pointed out in an early letter to me that because my meeting dates for the advisory committee were set as one week before the Institute began and in the seventh of the ten weeks, advisor roles would have to be those of reaction and suggestion and not those of change agent and content developer. Although the reactor and future planner role was what I had in mind for the advisory committee, with hindsight I now believe that a larger committee with additional state library personnel as members, which met considerably before the final Institute program was put into shape, would have been highly beneficial. One reason I did not attempt to make such a change when it initially occured to me four months before the Institute is that I was under the impression that I could not have access to any Institute funds until two weeks before the Institute began. Because the Wyoming State Library was not able to use any state funds to support the Institute until it started, I thought I was unable to make changes in the advisory committees' membership and role. Obviously, I should have inquired in Washington about early availability of federal funds, but both the State Library's budget officer and myself were "sure" funds would not be available.

I was delighted with the help that the advisory committee gave me. The vast majority of their specific recommendations, such as making contact with the participants shortly after they left for their internship sites, turned out to be of crucial importance. The primary values of the advisory committee mechanism for me were:

1) At least twice I was "forced" to sit back and review the Institute's objectives and examine the progress which had been made to that date in attempting to reach them;
2) I was given support by touching base with an interested but outside the Institute program group who convinced me that I was not overlooking major concerns of either an administrative or content nature;
3) Meetings gave me the opportunity to discuss my concerns with library educators as well as practioners; and
4) The committee opened avenues of future use of the Institute's outputs into arenas which I had not previously considered.

Selection of Instructors:

The instructors for the Institute were selected because of my prior knowledge of their backgrounds and experiences. By previously interacting with each of the people selected, I felt that their varied expertise would give both depth and interest to the Institute program.

Only two of the originally named instructors were unable to participate: Richard Cheski had left the Colorado State Library position, and Maryan Reynolds declined the offer, saying the Institute lacked depth. Frederick Glazer of West Virginia instructed in place of Mr. Cheski and the curriculum was rearranged to have others carry the role envisioned for Ms. Reynolds.

Mary Ann Duggan of WICHE was ill at the time of her scheduled appearance, and her role was competently filled by Eleanor Montague.

The instructors covered their various fields thoroughly, and were generally very well received by the participants, although during the fourth and ninth weeks some lack of spontaneity resulted from the overload of class and/or internship work.

The participants responded extremely well to Joseph Shubert and William Summers, and were very impressed by Elaine Sloan. Frederick Glazer was both interesting and impressive, and many students used Robert Kemper's planning "model" during their internships. Ruth Katz encouraged in many participants further interest in research responsibilities and possibilities.

The Wyoming State Library staff members who instructed for the Institute were extremely well-prepared and competent teachers, although many of them had no previous instructional practice. The participants were particularly receptive to Jerry Frobom, Government Publications, who had designed an exercise for hands-on practice with document-related reference questions.

Despite being selected on a personal acquaintance basis, the instructional staff was outstanding. Undoubtedly, future instruction in this area could and possibly should be conducted by persons known to the director only by expertise; however, it adds an additional friendliness and comfort to an environment if the instructors are personal acquaintances of the Institute director. Considering the variety of instructors, it is amazing that their styles were so compatable. It is possible that the small size of the Institute group, plus the relaxed atmosphere of the Cheyenne and Wyoming State Library setting set a tone for instruction which was absorbed by all instructors.

Selection of Participants:

Publicity was sent to all western states accredited library schools, and a notice was placed in LJ/SLJ Hotline, at the beginning of fall term 1975. Due to problems with distribution of the brochures at the library schools (see appendix D for brochure) and lack of interest by some library school personnel, only 12 people applied from the 12 schools originally designated as eligible. (Only 9 of these applications were actually completed). Eligibility and publicity were then extended to 17 midwestern library schools, with very little response. This was probably due to lack of time for students to respond. Applications from Emporia Kansas State and the University of Washington arrived at a late date, bringing the total of completed applications to fourteen. One person of the selected twelve could not attend, and one of the applicants was not qualified, bringing the total participants to the originally agreed-upon twelve. This situation did not lead to participant "selection", it meant that except in one case everyone who applied was accepted.

Although the response was disappointing to me, the participants, as they arrived, allayed all doubts about the process. They could not have been better had the applications been screened with a fine tooth comb. The participants were highly motivated—they had to be to get to Cheyenne on their own. Each participant had made an extra effort at his/her library school to arrange for credits, and time, to attend the Institute.

Future ideas for participant recruitment to elicit a better response would include:

1) A time frame to more closely coincide with that of the majority of library schools involved. Although some schools made allowances for students to attend, it was found that many schools would not and students would have to extend their MLS programs by several months.
2) Bigger, brighter brochures that would be hard to "lose" on a student bulletin board should be used.
3) Visits to the involved library schools by an institute-connected person for recruitment.
4) Notification and publicity about the program should be placed in more national journals and newsletters.
5) One last thing which could assist in recruitment would be some standardization of credits granted by individual library schools. Participants at the EPSLAPP Institute were granted from 3 to 15 academic (quarter) credits, depending entirely upon the library school's or its univeristy's extension and/or internship programs flexibility.

Internships:

On October 10, 1975 letters were sent to all county, academic, and institution libraries of Wyoming (see Appendix E), asking for proposals for internship projects during May 1976. The original internship plan had been to send participants in pairs to the requesting agency, thus allowing participant/participant as well as participant/staff interaction and providing each library approximately 320 hours of project work. Because of the number of useful project applications and because of the benefits which could accrue to the Wyoming State Library as sponsor, it was decided that in most cases one participant could carry out the most important facets of each project.

In order to make the internships of the greatest possible value, I analyzed each project carefully; then using the participants vitae and application letters I tried to match the participants' capabilities and interests to those required by the project. Although application forms from some sites were skimpy or nonexistent, and vitae do not "make the person", in most cases the placement was helpful to the sponsoring library and educational and interesting for the participants. All participants were invited to "change" their internship placement if they so wished, but only one did, wanting to use her anthropological expertise at the University where such expertise was needed. (Originally she was to have worked at the Wyoming State Library with two other participants in developing data gathering instruments for a state-wide library survey.)

Many internships are developed by asking the intern's interests first and then trying to arrange an appropriate placement; however, as the internships were in part intended to simulate state library consultant jobs, it was more appropriate to match the intern to the placement. There were some problems in preparation for the students at two sites: no research expertise was available in Fremont County to assist Jonathan Betz-Zall in setting up and completing a needs assessment; and no statistics were available to allow Bonnie Wong to survey collection use and acquisitions

policies at Natrona County. (Bonnie proceeded to set up these statistical procedures as her project.)

Although the internships generally were productive, the two examples cited above give rise to a cautionary note. The director of an Institute should determine if the internship site has done the preparation necessary for a given internship project and if not should get guarantees that the preparation is done prior to the interns' arrival.

During the last few weeks of the Institute, discussions took place with both the participants and the advisory committee about alternative formats for the internships. Ideas included: 1) sending participants in pairs to many different state library agencies to participate in and observe their programs, bringing their observations back for discussion and analysis; 2) assigning all participants to various departments in a single state library agency, and allowing them to accompany the library development office or consultant personnel on consultative trips; and, 3) having the participants survey the need for and develop a new program for a given state library agency. All of these ideas have validity and all but the first could be undertaken at approximately the same cost as those incurred for the EPSLAPP internships. The first alternative listed, though costly, is my recommendation for future state library agency internships.

A list of EPSLAPP Institute field placements in Wyoming follows.

FIELD PLACEMENT LIST

Location & Supervisor	Type of Work	Intern
Byron School District #1, Burlington. Alan Bair, Superintendent	Reorganization and Development of a Elementary/Secondary School Library	Jan Braden
Fremont County Library, Lander. Bill Heuer, Librarian	Needs Assessment Survey of unserved areas	Jonathan Betz-Za
Laramie County Library, Cheyenne. Al Whitelock, Librarian	Evaluation of Cable Television Project after one year of operation	David Coplen Mary Sue Daramus
Platte County Library, Wheatland. Ruby Pruiet, Librarian and Jill Small, High School Librarian	Development of a School/Public Library Cooperation Plan	Deborah Knowlton
Natrona County Library, Casper. John Peters, Librarian	Non-Fiction Collection Evaluation Analysis	Bonnie Wong
Sheridan County Fulmer Public Library, Sheridan Georgia Shovlain, Librarian	Annotations and Public Relations for the Spellspinners	Stephanie Vaughn

FIELD PLACEMENT LIST (CON'T)

Location & Supervisor	Type of Work	Intern
University of Wyoming, Science Library, Laramie Donna Berg, Librarian	Faculty Newsletter design; Development in Native American Literature: a bibliography	Mark Thompson; Jo Wilbert
Wyoming State Hospital, Evanston. Charles Bright, Library Programs Supervisor	Development of Goals & Objectives	Bill Jenkins
Wyoming State Library, Cheyenne. Jane Robbins, Institute Director	Development of a library effectiveness testing kit to be used by all libraries in the state	Dig Chinn Elaine Anderson

Evaluation:

In the original proposal Nancy Barber from the Western Interstate Council on Higher Education was to be the Institute Evaluator. However, Ms. Barber left the area for another position and a new evaluator had to be found. Ruth Katz, Director of the Center for Communications and Information Research, recommended Dorothea Hiebing, a master's in Public Administration student at the University of Denver with an M.L.S. After discussion with Ms. Hiebing and her advisor, Dr. Mackleprang, it was decided that evaluation of the Institute could serve as Ms. Hiebing's MPA internship for the University of Denver.

In consideration of Ms. Hiebing's learning status, the fact that she had never done any evaluation work previously, and that she would receive credit from the University of Denver for the project, the Institute offered an evaluation fee of $100 plus travel and all expenses. Ms. Hiebing accepted the offer and began to develop an evaluation plan with assistance from Barbara Conroy, Educational Consultant, and Dr. Mackleprang.

Before the Institute began, however, some financial problems arose. Ms. Hiebing felt that she should receive the full amount budgeted for evaluation in the Institute proposal. After some discussion, this was agreed upon, but I felt that some uneasiness and lack of openness existed from that point on. I felt and still feel that this situation was most unfortunate for both the evaluator and myself for there is already a natural tension between a program's initiator/administrator and its evaluator. This tension should be held to a fine point so that useful feedback for program development can be exchanged. I should have been more open in my interchanges with Ms. Hiebing.

The administrative assistant, at some length, filled out and sent to the evaluator forms for each day of instruction—except the last two weeks when she was extremely busy and didn't have time. Ms. Hiebing indicated that this was acceptable, and that she felt she had enough data from the notes of previous weeks.

The director sent to the evaluator results of interviews with participants at their field sites, and communicated feelings and impressions about the Institute at every opportunity. (Generally, this was during the evaluation visits to the library).

Ms. Hiebing had freedom to choose whatever form of evaluation seemed most appropriate at any given time. The evaluation plan as implemented is included in the Evaluation section of this report. The evaluator handled the sessions with the participants separately, and appeared to get along well with them.

In future institutes or workshops, it is my recommendation that a "professional" evaluator be employed. The ambiguities and conflicts inherent in the role of an evaluator are especially difficult for a student even a mature, intelligent one. Since there is very little, if any, focus on large scale evaluation techniques and models in library education, or as far as I know in public administration schools, the knowledge necessary for such an evaluation requires extra study and much consultation with evaluation practitioners. It is probably best acquired by performing limited roles on an evaluation team, instead of jumping in to do a full-scale evaluation alone. It would take little more money and much less effort for all concerned if an evaluation-oriented practioner was hired.

Facilities in Cheyenne:

As mentioned in the descriptive analysis, housing in Cheyenne caused some minor difficulties especially for those students without automobiles. With a relatively stable population of around 43,000, Cheyenne has only a small amount of inexpensive (liveable) transient housing. There is no student housing for Cheyenne's community college. Participants who preferred to live alone ended up with others in order to find an apartment or to find one which would rent without lease at a reasonable price.

Of course, rooming together had its good points too. Once apartments were located for the first month, some firm friendships were formed among the group of women who were rooming together, and car pooling became the rule.

Facilities at the Wyoming State Library were workable; the major problem being the lack of a private office for the Institute staff. Interruptions from students and others were frequent and although not undesirable, were sometimes irritating.

Other complications arising from location in a library rather than an academic institution were related to preparation and administrative detail time. Things such as travel arrangements and housing for visiting instructors which usually are handled by sponsoring agencies had to be handled by the Institute staff directly.

Contrarily, the participants were exposed to two "unusual" factors by being in Cheyenne; a small western town surrounded by miles of open space, and an actual state library as it operated daily. The participants, during the final two days of classwork, mentioned especially the latter as a factor in their application and positive response to the Institute. To quote Deborah Knowlton (Hawaii): "I wouldn't even have considered coming if it (the Institute) had been held at another college." The advantage of the State Library as a location probably was not really that it is a state library agency, but that it is not a university/college environment.

For an Institute of this nature, escape from the traditional environment is almost mandatory. A town with a transient student related population would probably be a good base, assuming that instruction was not conducted on campus. Some kind of institutional headquarters, however, would be helpful for the administration and day-to-day running of an Institute. An example of a suitable setting would be the Western Interstate Council for Higher Education in Boulder, Colorado, except that the cost of living is much higher in Boulder.

General Impressions:

The Institute for the Education of Prospective State Library Agency Professional Personnel was a success due to many almost intangible factors: the participants' motivation and intelligence, the staffs' dedication, the high quality of the visiting instructors, and the support of the Wyoming State Library staff.

Despite minor problems, the administration of the Institute was outstanding and no major disruptions were occasioned. Partially because of our inexperience, the Institute remained as interesting and educational for the staff as for the participants; its vitality and life stayed high throughout the entire program.

The focus upon state librarianship was extremely valid, especially as the nationwide library community looks forward to a national information system. The state library agency as an integral/focal part of this system was emphasized and re-emphasized during the Institute. Other important functions and roles of state library agencies came as revelations to the participants, and the feelings expressed as the Institute drew to a close indicated that their interest and support of state libraries would continue.

Again, the participants as a group were highly self-reliant, interested, and interesting people. Their excitement about various topics was contagious, caught by staff and instructors. The State Library staff was also positively influenced; some attended many sessions and almost all attended at least one. After expressing some initial qualms about the Institute, the State Library staff overwhelmingly lauded the program and participants as it progressed. The Institute's impact on Wyoming libraries was positive and considerable. Library schools with internship programs would do well to look to state library agencies for student placements.

The modular curriculum, developed as a result of the Institute program, should be of great value during the next few years as a jumping off point for library school and continuing education instruction. State library agencies must, I feel, emerge as leaders for their home states and for the national program. The curriculum is a way to encourage interest and ideas toward this continuing development. The participants and staff of the EPSLAPP Institute can begin to make their presence as state librarianship specialists known, and from then on, imagination is the only boundary.

The purposes of the Institute have been met; it is now the responsibility of state library agencies, continuing education groups and library schools to make use of its participant and curriculum outputs. There was never any intention in the design of the Institute to perpetuate it in any way resembling its present form. It was meant to be a catalyst and only time will tell if

it produces a catalytic effect. The Institute director does feel responsible for encouraging the use of the curriculum in library school and continuing education programs and will continue to advocate, through personal and formal contacts and the methods outlined in the Introduction, that action be taken to educate librarians about state library agencies. Initial contact with the Association of State Library Agencies was made during the Institute when Mary Power, ASLA's Executive Secretary visited the Institute for three days. It may be possible with endorsements from ASLA and NCLIS, and funding from regional library associations, to produce a series of regional workshops on state librarianship during 1977-1978, based upon this Institutes' outputs. Venable Lawson, Director of Emory University's Division of Librarianship said it: State Librarianship is "the hottest thing since non-print media!"

PART IV

EPSLAPP INSTITUTE

EVALUATION

by

Dorothea R. Hiebing

June 21, 1976

I. Introduction

The evaluation of the Institute for the Education of Prospective State Library Agency Professional Personnel (EPSL\PP) was begun in December, 1975, when the Institute director and the evaluator first met to discuss the evaluation plan and the role of the evaluator in the Institute. After several subsequent meetings, an evaluation plan was designed and agreed upon by the evaluator and the Institute director (see Appendix I).

The evaluator is greatly indebted to the assistance throughout the Institute of Barbara Conroy, Tabernash, Colorado, Dr. Lon Mackelprang, University of Denver, the Institute director, Dr. Jane Robbins, and the Institute administrative assistant, Anne Powell, who all gave their time and energy so that this evaluation would be as meaningful and useful as possible.

II. The Evaluation of the Institute

In his book Federal Evaluation Policy, Joseph S. Wholey quotes Edward A. Suchman as having proposed the following five categories of criteria according to which the success or failure of a program may be evaluated:

1. Effort. The criterion of success is the quantity and quality of activity that takes place; it is an assessment of input (workload) without regard to output.
2. Effectiveness. This is a performance criterion measuring the results of effort rather than the effort itself; it requires a clear statement of objectives.
3. Impact. The criterion of success is the degree to which effective performance is adequate to the total amount of need.
4. Cost Effectiveness. This criterion is concerned with the evaluation of alternative methods in terms of costs; it represents a ratio between effort and impact.
5. Process. This is not an inherent part of evaluative research but rather an analysis of the process whereby a program produces the result it does; it is descriptive and diagnostic and looks for unanticipated negative and positive side-effects.

(Joseph S. Wholey, et.al., Federal Evaluation Policy, Washington, D.C.: The Urban Institute, 1970, p.94.)

The evaluator of the EPSLAPP Institute focused on three of the above five categories: A) Effectiveness, B) Effort, and C) Process.

A. Effectiveness

Two attempts were made to evaluate the effectiveness of the Institute and both were indirectly based on the participants' estimation of the value of the results of the effort put into the Institute. The

participants were used as the basis for these evaluations because, for various reasons, it would have been difficult to base the evaluation on the original goals for the Institute as stated in the grant proposal (see Appendix II).

1) Participants' Goals/Expectations for the Institute

One attempt to evaluate the effectiveness of the Institute was made by having the participants write about their goals for the Institute at three points during the ten weeks: a) at the beginning of the Institute, the participants were asked to state their goals for the Institute; b) they were asked to change, add and/or discard any goals and to state which goals had already been accomplished mid-point during the Institute, and c) they were requested to repeat step b) above at the end of the Institute. In addition, the evaluator conducted a group interview with the participants at all three points in order to attempt to elicit information regarding participant expectations which may not have come forth in the written portion.

During the first evaluation session on April 5th, the participants were asked to write their goals for the Institute and the ways in which they thought the goals would be reached (e.g., through assigned readings, through the field experiences). Eight of the participants used such terms as "to understand," "to gain knowledge" or "to learn" whereas the remainder used more active, participant-centered terms such as "to explore," "to help develop," "to feel," etc. During the group interview for the first evaluation session, there was agreement among the participants that they wanted to attend the Institute because it was being conducted in a non-academic environment by practitioners and not by academicians on a university campus. When asked by the evaluator what their main expectation was for the Institute, the majority of the participants responded that they expected to get a job from the Institute. This differed with the participants' written goals where only three participants mentioned future employment.

The second evaluation session on April 26th occurred the day after the participants returned from a two-day field trip and the week before they were to leave for their field experiences. Not only did the participants look tired, but many expressed their fatigue verbally during the oral group interview. When asked once again to write about their goals for the Institute by telling which goals had been accomplished, which goals might not be accomplished and why, and which goals might be added to their April 5th lists, few of the participants went into detail and several neglected to respond to some of the questions. This evaluation session proved most valuable, however, in eliciting responses from the oral, group interview. Over half of the participants voiced their concern for their roles during their upcoming field experiences. When asked what they expected from the field experiences, a majority responded that they hoped they would learn how to work well with supervisors and that the experience would build their confidence. Several saw the field experience as a break from what had transpired till then during the Institute.

The written portion of the final evaluation session on June 11th asked the participants which of their goals for their field experiences had been accomplished and what goals should they have added to their list of goals for their field experiences. Several of the participants felt that their goals were not accomplished because of problems within the field assignment; others had accomplished all of their goals during their field experiences and had added broader goals; the majority felt that their goals were met but had developed no new ones.

The oral, group interview for this session attempted to catch the participants' feelings regarding the relationship of the Institute to their futures, but it failed to elicit any meaningful responses. This was perhaps due to the fact that this evaluation session took place during the last hour of the last day of the Institute and several participants stated that they were having trouble concentrating.

2) Participants' Opinions of Acquiring Competencies

A second attempt to evaluate the effectiveness of the Institute was made during each of the three evaluation sessions when the participants were asked to respond in writing whether or not they felt they understood the competencies which had been prepared by the Institute staff (see Appendix III). The participants responded with a "yes" if they felt they understood the competency, "no" if they felt they did not understand it, and "somewhat" if they felt they understood it to some degree.

Although valuable comparisons could be made between each participants' response on the first day of the Institute and his or her response on the last day, in the interest of space only the last day's responses will be discussed here. The majority of the participants felt that they did understand the majority of the competencies by the end of the Institute. The competencies which were not understood by the majority of the participants were competency four ("The variability in content and purpose of state library laws and the processes by which they develop."), competency number five ("Federal library programs and the processes which have brought, presently bring and may bring such programs into existence."), and competency six ("Federal, state and local programs and processes which may effect library development and programs.")

B. Effort

In order to attempt to judge the quantity and quality of the activity which took place every class day of the Institute, the evaluator asked the administrative assistant for the Institute to complete two forms for every instruction day and to mail the forms to the evaluator approximately once a week. One of the forms was called the "Instructional Day Schedule" and provided the name(s) of the principal instructor(s) for each day, the topic(s) to be covered, a brief description of the content, the estimated time involved and a bibliography. These forms were prepared in advance by the Institute staff and were given to the participants. The second form was prepared by the evaluator and requested the following information: an outline of the content, an outline of the

methodology used, what type (if any) of feedback was requested by the instructor of the students, the names of the students who did not attend (and reasons, if known), and any other supportive educational materials used by the instructor.

The results of those evaluation forms which were filled out showed that the lecture/discussion methodology for teaching was used most frequently--17 out of 31 instructional sessions with 9 instructors using other instructional methods (such as role playing, case studies, and informal discussions), and with a combination of instructional methods being used during 5 instructional sessions. Feedback was formally requested from the participants by 5 instructors and informally requested (through the answering of questions) by all the remaining instructors. Over half of the instructors (not including the Institute director) did not provide supportive instructional materials for the participants; however, the Institute director provided many written materials for the participants to read for her class sessions. Absenteeism was less than would have been expected during an Institute which is outside the academic structure and which does not offer grades or require tests of the participants; 23 participants combined missed fifteen instructional sessions with only three participants absent more than twice.

C. Process

Three portions of the evaluation plan fall under the diagnostic and descriptive process evaluation:

1) Feedback

In order to provide some feedback regarding the Institute from the participants to the Institute staff, after the April 5th and 26th evaluation sessions, the evaluator spoke with and wrote to the director and provided her with selected information. The information was passed on if it was representative of over 50% of the participants' views and if it was the type of information which could be acted upon by the Institute staff.

2) Field Site Evaluation

The evaluator prepared an oral questionnaire to be administered to the participants by the Institute director and her administrative assistant when they visited participants at the sites of their field experiences. The questionnaire was tested by the evaluator on the two participants who were assigned to the Wyoming State Library and who were being supervised by the Institute director.

The questionnaire asked the participants about their roles in their field experiences--whether they were satisfied with them, how they had changed, whether they negotiated roles with their supervisors--and if they felt they were able to communicate effectively with their field supervisors, with their co-workers, and with members of the community. These questions were asked because of the participants' reactions during the evaluation session directly preceding their field experiences.

Although it was not always possible for the interviewers to question

the participants alone about their field experiences, the Institute director and the administrative assistant gathered as much information as possible during their visits and provided the evaluator with that information. More importantly, perhaps, the oral questionnaire provided the interviewers with a focus and some specific questions to ask the participants.

3) Letters Regarding Modular Curriculum

While the Institute participants were at their field sites, the Institute director and administrative assistant began work on the curriculum modules which would be prepared for each instructional session and which, upon completion, will be sent to select faculty members at all library schools which are members of the Association of American Library Schools. After four such curriculum modules were prepared, the evaluator sent copies of them to two library school faculty members and two state library staff members requesting their reactions to the modules. The responses would serve to provide feedback to the Institute staff from the people who would ultimately be using the modules--feedback which perhaps could be incorporated into the preparation of the remaining modules. Two individuals responded: Barbara Michael, Colorado State Library, and Venable Lawson, Division of Librarianship, Emory University. It is hoped that the results of this portion of the evaluation were helpful to the Institute staff in preparing the remaining modules; these responses, however, were not intended to provide any formal evaluation of the curriculum modules. As the Evaluation Plan indicates (see Appendix I), the Institute director will elicit responses to all the completed modules at a later date.

III. The Evaluation of the Evaluator

During the final evaluation session, the participants were asked to write about the evaluation on a separate sheet of paper which they could sign or not. Some questions which were suggested were: what should the objectives of an evaluation for an institute be. in what ways could an evaluator carry out the objectives, what role should an evaluator take in an institute, and what could have been added to the evaluation of this Institute to make it more complete.

Of the nine participants who wrote about the evaluation, five of them commented that they felt the evaluator should have more contact with the Institute; three of those five realized that that would have to be a function of the monetary situation, however. As one participant stated: "I feel the evaluator needs to be more of an observer of the various parts of the Institute to get a more complete feel for participant reactions to all of the components."

Most of those who responded felt that the role of the evaluator should be that of observer. Several also felt that the evaluator should be around more so that casual conversation could occur. Over half of the participants who responded felt that the primary objective of the evaluation should be to provide feedback to the Institute staff and instructors while the remaining four participants felt that the objective should be to judge the effectiveness of the Institute in terms of what the

participants gained from the Institute.

Several of the comments made by the participants seem worthy of inclusion:

--"All of the instructors should have made a formal response regarding their experiences at the Institute."
--"The participants' goals for the Institute should have been requested before we arrived at the Institute so we could have had time to think about what we wanted to get out of the Institute."
--"Our goals for the Institute should have been the basis of a discussion with the Institute staff at the beginning."
--"We appreciated the evaluator's informality and approachability."
--"It would be interesting to get the reactions of the students in several years...after we have had a chance to try out what we've learned."

IV. Conclusions

It is risky to draw hard and fast conclusions from the data obtained from an evaluation; however, the following are a few conclusions taken from the data described in section II above:

Section II. A. Effectiveness

1) Participants' Goals/Expectations for the Institute

Although the majority of the participants said that they attended the Institute because it was in a non-academic environment, the majority had personal goals which were passive and were similar to those you would expect from students enrolled in traditional courses of higher education. If the Institute was supposed to differ from traditional academia in any ways other than merely being located in a state library agency rather than on a college campus, perhaps these differences should have been examined early in the Institute by both the participants and the Institute staff.

The goals for the Institute as stated verbally by the participants during the first evaluation session differed greatly from the goals for the Institute as presented by the Institute director at the beginning of the Institute (those found in the grant proposal--see Appendix II). The participants struggled over their goals during each subsequent evaluation session--analyzing them, changing them, judging why the goals had been accomplished or why not, while the Institute director with the help of the Institute's Advisory Committee did the same with the Institute's goals and objectives toward the end of the Institute. Perhaps jointly the Institute staff and the participants could have reached common goals during the early stages of the Institute which would have facilitated learning and saved a great deal of time for everyone.

2) Participants' Opinions of Acquiring Competencies

At each evaluation session, the participants wrote in a column next

to the responses from the preceding evaluation session their opinions of whether or not they had acquired each of the ten competencies. By the final evaluation session, they could compare those responses to their original responses. This personal evaluation on the part of each of the participants is perhaps more important than any conclusions that the evaluator could make regarding how much each participant learned from the Institute.

Section II. B. Effort

Judging by the fatigue of the participants at the midpoint evaluation session and by several comments made to the Evaluator, there were perhaps too many instructional sessions without adequate breaks for rest and reflection on what had already been learned. As one participant stated during the April 26th evaluation session: "Too much has been thrown at me in too little time."

Section II. C. Process

In order to draw adequate conclusions regarding the evaluation of the process of the Institute, the Evaluator should have questioned the Institute staff to obtain their opinions regarding the benefits of the feedback they received from the Evaluator.

APPENDIX IV-1

Evaluation Plan -- EPSLAPP

Areas to be Evaluated	Sources of Information	Measures to be used	Time Frame
A)Institute goals 1)Provision of a small pool of prospective employees trained in state library agency work.	The Institute files will indicate which participants have completed the program and are therefore part of "a small pool...".	———	By end of the Institute
2)Provision of state library employees who could conduct training sessions on areas of state library responsibilities.	This goal will be evaluated later by the Institute director.	———	———
3)Development of a model curriculum for an MLS course in state librarianship. 4)Development of model curricula for short-term continuing education seminars for state library professional employees.	A)Instructional day schedules for each instructional class session and for each instructor (completed by the administrative assistant and sent weekly to the evaluator.)	A) Evaluator will examine and monitor content, methodology and supportive materials.	A) Throughout the Institute.
	B)Two library school faculty members, ALA accredited library schools two state library continuing education specialists.	B) Reactions to several curriculum modules will be requested through personal contact by correspondence from the evaluator.	B)While the Institute staff is preparing the modules.
	C)Surveys of library school faculty and state library staff.	C)Through written questionnaires administered by the Institute director.	C) Approximately two years following the close of the Institute
5)Greater understanding of the role of state library agencies	Institute participants.	Participants' estimation of their understanding of the list of competencies at three points during the Institute. (Given to evaluator).	April 5, 1976, April 26, 1976, and June 11, 1976

(Continued next page)

Areas to be Evaluated	Sources of Information	Measures to be Used	Time Frame
B) Field Experiences	Institute participants Field supervisors	1)Reactions at close of field experiences (given to Institute director) 2)Reactions based on expectations given to evaluator, Institute director and/or administrative assistant.	1) End of field experiences. 2)During mid-point of field experiences.
C)Participant goals/expectations for the Institute	Participants	Initial goals/expectations formation, mid-point progress check and final comparison provided to evaluator in written form and in oral, group interviews.	April 5, 1976, April 26, 1976 and June 11, 1976
D)Institute progress (formative feed-back for Institute staff)	Participants	Contact by evaluator with Institute staff, in person, by mail and/or by telephone	Throughout Institute
E)Participants (for library school credit)	Institute director will carry this out	_____	_____

APPENDIX IV-2

January 1975

(2) Goals

The primary goal of the Institute is to provide to the nationwide community of state library agencies (but with emphasis on the western states), via classroom and experiential education, a small pool of prospective employees who have been trained specially for library agency work.

Related goals are (1) the development of a group of state library professionals who could conduct training sessions in state library agency responsibilities and needed areas of understanding; (2) the development of a model curriculum for the training of students interested in state library agency work which might be incorporated in Master's Degree in Librarianship programs; (3) the development of model curricula for short-term continuing education seminars for state library professional employees; and (4) the further explication and development of state library responsibilities which will undoubtedly be the outcome of the insights gained during the Institute.

APPENDIX IV-3

April 5, 1976

COMPETENCIES WHICH PARTICIPANTS MAY EXPECT TO OBTAIN THROUGH ACTIVE PARTICIPATION IN THE INSTITUTE

NOTE: The level of understanding will vary depending upon the emphasis which individual participants choose to place on particular competencies.

AT THE CLOSE OF THE INSTITUTE PARTICIPANTS SHOULD BE ABLE TO UNDERSTAND:

1. The functions in which state library agencies are presently engaged and the reasons for the development of these functions; eg., consulting services, continuing education etc.;

2. The funtions in which state library agencies should/may become engaged both in the near and distant (ca. the year 2000) future;

3. The functions of state agencies closely related in purpose to state library agencies, eg., law libraries, legislative service offices, historical research departments and cultural agencies;

4. The variability in content and purpose of state library laws and the processes by which they develop.

5. Federal library programs and the processes which have brought, presently bring and may bring such programs into existence.

6. Federal, state and local programs and processes which may effect library development and programs.

7. The role of state library agencies as leaders. (Leaders, as used here includes planners, programmers, developers, researchers, evaluators, etc.)

8. The role of state library agencies as members in the development of a national program of library service.

9. The importance of administrative skills, eg., personnel management, leadership styles, budgeting, etc., to the level of performance of a state library agency.

10. Identify situations related to library development and programs in which the state library agency should and/or could become involved.

NOTE: The ability of the participants to actually perform the duties related to the various functions of state library agencies will depend primarily upon the level of skills which they bring to the Institute or gain after Institute participation; however, the field experience activity will to some degree provide participants with an indication of their ability to actually provide state library services in one particular situation

APPENDIX A

PARTICIPANTS

Name	M.L.S. School Attended	Permanent Address
Elaine Katherine ANDERSON	University of Denver	2526 NE 64 Avenue Portland, Oregon 97213
Jonathan Richard BETZ-ZALL	University of Washington	1911 Leman Street South Pasadena, Calif. 91030
Janice Elizabeth BRADEN	University of Oklahoma	1116 Pearce Wichita, Kansas 67203
Hiram Diggins (Dig) CHINN II	University of Denver	2639 South Gaylord Denver, Colorado 80210
David Sneed COPLEN	University of Denver	c/o Eula & David Wintermann Library 101 Walnut, Box 275 Eagle Lake, Texas 77434
Mary Sue DARAMUS	University of Denver	3413 West 148 Street Cleveland, Ohio 44111
Billy Dean JENKINS	University of California, Los Angeles	P.O. Box 667 (25107 Everett Drive) Newhall, California 91322
Deborah Marie KNOWLTON	University of Hawaii	Campus Mail, Box 7 University of Hawaii Honolulu, Hawaii 96822
Mark James THOMPSON	University of Brigham Young	8744 JoJo Way Riverside, California 92503
Stephanie Ellen VAUGHAN	University of Denver	1219 Custer Laramie, Wyoming 82070
Jo W. WILBERT	Emporia Kansas State College	411 North 2nd Riverton, Wyoming 82501
Bonnie J. WONG	University of Washington	3419 Kahawaur Drive Honolulu, Hawaii 96817

APPENDIX B

STAFF AND INSTRUCTORS

Staff:

Jane Robbins	Institute Director Library Consultant Cheyenne, Wyoming
Anne Powell	Administrative Assistant Computer Retrieval Specialist Greeley, Colorado
Vera Caleb	Institute Secretary Cheyenne, Wyoming
Kathleen Nall	Institute Secretary Cheyenne, Wyoming

Evaluator:

Dorothea Hiebing
Masters in Public Administration Student
University of Denver
Denver, Colorado

Guest Instructors:

Barbara Conroy	Educational Consultant Tabernash, Colorado
Frederick Glazer	Executive Secretary West Virginia Library Commission Charleston
Ruth Katz	Director Center for Communication and Information Research University of Denver Colorado
Robert Kemper	Director of Library Services Northern Arizona University Flagstaff
Eleanor Montaque	Director WILCO Western Interstate Commission for Higher Education Boulder, Colorado
Joseph Shubert	Ohio State Librarian Columbus
Donald Simpson	Executive Director Bibliographic Center for Research Denver, Colorado
Elaine Sloan	Associate Director for Planning and Research Smighsonian Institution Libraries Washington, D.C.
William Summers	Dean College of Librarianship University of South Carolina Columbia

APPENDIX B (CON'T)

Instructors from the Wyoming State Library, Archives, and Historical Department

William Williams	Director
John Carter	Deputy State Librarian
Julia Yelvington	Deputy State Archivist
Kathryn Halverson	Deputy State Historian
Buck Dawson	Deputy State Museum Director
Wayne Johnson	Chief, Administrative Services
Ruth Aubuchon	Chief, Public Information
Phyllis Baker	Library Development Officer
Jerry Frobom	Head, Government Publications Section
Elizabeth Coffman	Head, Bibliographic Services Section
Gwen Rice	Head, Reference Services Section
Marilyn Thompson	Head, Collection Development Section

Other quest instructors

John Cornelison	Public Information Officer, Wyoming Air National Guard
David Ferrari	Deputy State Auditor
Bruce Hudson	Financial Systems Analyst, State Auditor's Office
Carla Lallatin	Administrator, Department of Purchasing and Property Control
Rodger McDaniel	State Legislator, Aide to Teno Roncalio, Representative, U.S. Congress.
Darrell Moore	Budget Analyst, Department of Administration and Fiscal Control
Mike Newsham	Former Colorado State Prison Librarian
Margie O'Brien	National Sales Manager and Broadcaster, KYCU - TV
Roz Routt	News Editor, Wyoming Eagle
Jack Tarter	Director, Accounting Division, State Auditor's Office
Ralph Thomas	Director, Legislative Services Office
Al Whitelock	Librarian, Laramie County Public Library

APPENDIX C

ADVISORY COMMITTEE

Vince Anderson	Director South Dakota Library Commission Pierre
Barbara Conroy	Educational Consultant Tabernash, Colorado
Henry Fontaine	Region VIII Library Service Program Officer Denver, Colorado
Brigitte Kenney	Associate Professor Graduate School of Library Science Drexel University Philadelphia, Pennsylvania
Herman Totten	Dean School of Librarianship University of Oregon Eugene
Alphonse Trezza	Executive Director National Commission on Libraries and Information Science Washington, D.C.

APPENDIX D

PARTICIPANT APPLICATION FORM

These brochures were printed on heavy paper in a goldenrod color with the horse and printing in black.

ONLY 12
STUDENTS
will be chosen
to
come to the
STATE LIBRARY
at

CHEYENNE, WYOMING

to engage in a ten week
U.S. Office of Education Institute:

**EDUCATION OF PROSPECTIVE
STATE LIBRARY AGENCY
PROFESSIONAL PERSONNEL**

April 5 - June 11, 1976

APPENDIX E

THE STATE OF WYOMING

ED HERSCHLER
GOVERNOR

Wyoming State Library

SUPREME COURT AND STATE LIBRARY BUILDING CHEYENNE, WYOMING 82002

WILLIAM H. WILLIAMS
STATE LIBRARIAN

WILLIAM NIGHTINGALE
BOARD CHAIRMAN

October 10, 1975

Dear

As you may be aware from an announcement in The Outrider (July 1975), the Wyoming State Library has been awarded a Higher Education Act, Title II-B Training Institute. The Institute, entitled "Education of Prospective State Library Agency Professional Personnel," will be held in Cheyenne from April 5 through June 11, 1976 and will have as its participants 12 students granted leave from accredited western state library schools. A brochure announcing the Institute is enclosed for your information.

The major reasons for my writing to you are two: (1) To inform you of the Institute and to invite you to attend any session which engages your interest. (An outline of the tentative schedule of topics which will be covered during the academic components of the Institute is enclosed.) If you do wish to attend a class session please write to me at least a month in advance as we do not have a great deal of classroom space and want to arrange to have adequate accomodations for everyone attending class sessions; (2) As you will note from the brochure, during the month of May 1976, students participating in this Institute will be expected to work in a library within the State. It is hoped that we can send the students in pairs to the libraries which request their services so that both the students and the libraries will gain much from their projects. If you are interested in applying for student services we urge you to do so. An application form is enclosed.

The types of projects in which the students might be able to serve you are:

(1) Collection maintenance: i.e., evaluating and/or developing growth or weeding for all or parts of your collection.
(2) Designing public library/school library cooperative service programs.

(3) Conducting a community survey analysis.
(4) Developing a program of services for a special clientele group (eg., the aged, young adults, non-English speaking, academic disciplines, etc.).
(5) Evaluating branch library or deposit station services.
(6) Developing reference guides, eg., Pathfinders, for a series of disciplines.
(7) Developing goals and objectives statements.
(8) Developing policy statements.
(9) Developing building or expansion programs.

The above are only a small example of the types of projects which you might wish to have students complete for you. Since you will have two students for five full working days for four weeks (320 hours of service) you should be able to accomplish a great deal.

If you would like to talk with me informally before submitting an application for student services, please do call me at the State Library. I am there from 8-12 and 1-5 each weekday EXCEPT Thursday and will be delighted to talk with you about any facets of the Institute in which you are interested.

Cordially,

Jane Robbins
Institute Director

JR: nm
Enclosures

APPLICATION FORM FOR STUDENT SERVICES

Institute for the Education of Prospective
State Library Agency Professional Personnel

Name of Library: _____

Librarian: _____

Brief Description of Project(s):

For each project include:

(1) purpose of project;
(2) duties to be performed by students;
(3) person who will supervise students;
(4) number of hours estimated needed to complete the project;
(5) other details as you see fit.

APPENDIX F

PUBLICITY

Articles concerning the Institute have been or will be published in the Wyoming State Library's Outrider, Library Journal, the ASLA President's Newsletter and the MPLA Newsletter. Additionally, articles about the participants were published by local newspapers in towns where internships were performed.

Articles published at the end of June 1976 include:

1. LJ/SLJ Hotline, September, 1, 1975, p.3.
2. Outrider, April 1976, p.1-2.
3. Ibid., July 1975, p.1-2.
4. Announcements were also published in Library Journal and the Library Education Division Newsletter.
5. CLENExchange Newsletter, June 1976, p.16.
6. MPLA Newsletter, v.20, no. 6, 1975-76, p.14.